

Peculiarities of Stress Manifestation in Students and Ways to Overcome IT

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Abstract: This article is devoted to the study of the stressful state of university students, the search for the best way to solve the problem.

Keywords: stress, students, study methods, diagnostics.

At present, the life of people in modern society is closely connected with the impact on them of not always favorable social, environmental, family and other factors that provoke the emergence and development of negative emotions, as well as overstrain of the physical and mental state of the body, leading to the development of various types of stress.

Of particular importance is the development of stress in students, since the age of 15-25 years is characterized by increased emotionality and sharpening of perception.

The fact is that in the process of learning, students are often exposed to increased intellectual stress, which can lead to the development of mental stress and physical exhaustion.

Based on the foregoing, the purpose of the study is to study the occurrence of a stressful state in the student environment, as well as to determine the correlation relationships with the gender differences of the respondents, to identify the most optimal options for overcoming the resolution of this problem and to conduct a comparative analysis of the data obtained during the pedagogical experiment.

As you know, the history of the study of stress began in the 30s of the last century, when Walter Cannon in his work "fight or flight" (*fight-or-flight response*) describes stress as a state in which the body is mobilized to eliminate the threat according to the universal fight-or-flight responses [1].

However, this phenomenon became widespread only in 1936, when a short note by the Canadian physiologist Hans Selye entitled "A syndrome caused by various damaging agents" was published in the journal *Nature*, in the "Letters to the Editor" section, which laid the foundation for the concept stress, the study of which was intensively developed in subsequent years and in its various manifestations was actively studied by psychologists, doctors, and sociologists.

It should be noted that, according to A.M. Stolyarenko, the interpretation of stress is so diverse that it becomes an obstacle to the development of measures to prevent and overcome excessive stress in practice [2].

According to the concept of G. Selye, stress is a non-specific response of the body to any requirement presented to it, and, according to researchers, it is divided into "distress" and "eustress".

"Distress" - occurs as a result of prolonged exposure to adverse factors on the body, leading to both mental and physical exhaustion. In this case, a violation of the emotional state of a person is often observed, a failure of cognitive processes occurs, and the physical indicators of the vital activity of the individual change.

"Eustress", on the contrary, mobilizes the internal reserves of a person, has a positive effect on

both the state of a person and his activity, and is characterized by a short-term course, as a result of which the body either adapts to the conditions, or passes to a longer stage – “distress” [3].

We conducted a 2-stage study with 40 students (20 girls and 20 boys). At the first stage, psychodiagnostics of stressful states of students was carried out, at the second stage, psychocorrection was implemented on the basis of the identified features. The main criteria for the presence of stress were neuroticism, anxiety, rigidity, frustration, aggressiveness.

During the implementation of the first stage of the experiment, the following methods of the first stage were used:

- Taylor’s anxiety level measurement method, consisting of 50 statements, to which the subject had to answer “yes” or “no”, which ultimately made it possible to judge the degree of respondents’ anxiety;
- an express method of the neurotic state of K. Heck and H. Hess, containing 40 statements, as a result of which the degree of probability of neurosis was determined;
- a method for diagnosing self-assessment of the mental state according to R. Eysenck, designed to identify the level of severity of such conditions as aggression, frustration, rigidity, anxiety based on 40 statements that were to be assessed in relation to themselves “suitable”, “suitable, but not very”, “not suitable”.

Analysis of the results of the diagnostic study of respondents provided an opportunity to note that:

- the results of the study of anxiety showed higher rates in girls. The implementation of the Taylor technique revealed that 50% of girls and 45% of boys have an average level, the remaining 50% of girls have a high level, and boys - 20%, indicating that young people are more stress resistant.
- Predisposition to neurosis, studied by the method of K. Heck and H. Hess, revealed that girls are more predisposed to this condition.
- Neuroticism in one degree or another is present in absolutely all students. According to the Eysenck method, all respondents have a positive indicator, however, the level of neuroticism in girls is somewhat higher than in boys - 65% to 55%.
- the study of answers on the “rigidity” scale also revealed the presence of a high level only in girls - 5%, 40% of boys and 80% of girls have an average level.
- the study of frustration practically did not reveal - 50% and 52% (boys and girls, respectively).
- the results on the “aggression” scale made it possible to establish that young people have the highest result, unlike girls, they scored 30% to 21%, but according to the average level, girls are more aggressive - 55%, while boys have only 40%.

Stage 2.

The data obtained at the 1st stage of the research provided an opportunity to develop ways to overcome these conditions. For this purpose, 20 students with the highest rates of stress were selected. Respondents were asked to keep a stress journal for 1 month, where they had to describe in detail stressful situations, their feelings and experiences. Along with this, a training was held with them, during which students were taught a number of exercises of autogenic training (AT auto-training).

Auto-training is a set of exercises aimed at self-regulation of the emotional and physical state by a person. The foundations of (AT) were laid in his works by the German physician Johann Heinrich Schultz at the beginning of the 20th century. In his research, he revealed the relationship between external factors and the internal reaction of the body, which helped him develop methods of self-education aimed at solving various kinds of problems that lead to stressful conditions.

In the process of our training, the students got acquainted with the simplest auto-training techniques, while we were guided by J.H. Schulz's statement that:

“... you should start with the simplest and seemingly insignificant exercises. In the process of increasing complexity and combining the various parts of the complex, a state similar to that experienced in a warm bath is reached, while cooling the head, when complete relaxation occurs [4].

The training was held once a week for 2 hours for a month. Students who showed interest in a more in-depth study of the technique were provided with materials for further self-study of emotional self-immersion.

An analysis of entries in the stress log showed that the most stressful factors for the respondents are interpersonal relationships, conflict situations with teachers and parents, as well as the time for passing exams.

The use of the stress log and the study of the subsequent information report of the subjects proved the effectiveness of the methods implemented during the experiment in overcoming distress, confirming the possibility of its transformation into eustress. It should be noted that after a series of ATs, 80% of the respondents subsequently began to actively use them, which helped students to ease internal tension, reduce anxiety, and quickly adapt to the prevailing unfavorable circumstances.

List of used literature

1. https://ru.wikipedia.org/wiki/%D0%A0%D0%B5%D0%B0%D0%BA%D1%86%D0%B8%D1%8F_%C2%AB%D0%B1%D0%B5%D0%B9_%D0%B8%D0%BB%D0%B8_%D0%B1%D0%B5%D0%B3%D0%B8%C2%BB
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